

# Too Good for Drugs

## Grade 7 Revised Edition

Correlated with Oregon Health Education Standards and Benchmarks

### Lesson 1: *Set to Win* – Goal Setting

#### Objectives

Following this lesson, the student will be able to:

- Define a goal
- Differentiate short-term and long-term goals
- Identify and apply the criteria for naming a personal goal
- Identify and apply the steps for setting and reaching a personal goal
- Identify available resources for support and assistance in working towards a goal

#### Strand - PROMOTION OF MENTAL, SOCIAL AND EMOTIONAL HEALTH

Set goals around increasing healthy self-image.

### Lesson 2: *The Decision is Yours* – Decision Making

#### Objectives

Following this lesson, the student will be able to:

- Identify and apply the four steps in the decision-making model
- Define consequences and differentiate between positive and negative consequences
- Recognize the role of personal responsibility when reflecting on decisions and their potential outcomes

#### Strand - ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION

Analyze the short and long term effects of drugs using the decision making model.

#### Strand - PROMOTION OF ENVIRONMENTAL HEALTH

Use a decision making process to prevent exposure to harmful substances.

#### Strand - PROMOTION OF MENTAL, SOCIAL AND EMOTIONAL HEALTH

Use a decision making model to avoid or refuse addictive substances and/or behaviors.

### Lesson 3: *Understanding Me* – Identifying and Managing Emotions

#### Objectives

Following this lesson, the student will be able to:

- Identify stressors that trigger emotions
- Recognize how emotions influence decisions
- Identify emotions and signs of stress
- Demonstrate healthy strategies to manage emotions and stress
- Identify and manage the emotions of others

## **Strand - PROMOTION OF MENTAL, SOCIAL AND EMOTIONAL HEALTH**

Identify personal stressors at home, in school and community.

Practice managing personal stressors with peers, at home, in school, and community

Develop achievable goals to handle stressors in a healthy way.

Identify how to manage emotions during adolescence.

## **Strand - VIOLENCE AND SUICIDE PREVENTION**

Identify the early signs of stress and implement stress management techniques

## **Lesson 4: *Say It With Style* – Effective Communication**

### **Objectives**

Following this lesson, the student will be able to:

- Define effective communication
- Identify the elements of effective communication, both verbal and non-verbal
- Recognize how tone of voice, facial expressions, and body language can affect meaning
- Demonstrate assertive speaking and active listening techniques

## **Strand - PROMOTION OF MENTAL, SOCIAL AND EMOTIONAL HEALTH**

Demonstrate effective communication skills that encourage healthy relationships.

## **Strand - PROMOTION OF SEXUAL HEALTH**

Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.

## **Strand - VIOLENCE AND SUICIDE PREVENTION**

Practice and use a variety of clear communication skills and peer resistance skills to promote pro-social behavior.

Demonstrate a variety of clear communication skills to report dangerous situations.

## **Lesson 5: *The Right Connection* – Bonding and Relationships**

### **Objectives**

Following this lesson, the student will be able to:

- Differentiate peer pressure and peer influence
- Identify the benefits of positive peer influence
- Articulate the benefits of associating with pro-social others
- Differentiate healthy friend qualities and unhealthy friend qualities
- Identify various peer pressure refusal strategies and the peer pressure situations to which they apply

## **Strand - ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION**

Demonstrate refusal skills related to the use of alcohol, tobacco, inhalant and other drug use.

Demonstrate refusal skills around drinking and driving or being a passenger when the driver has been drinking and driving.

## **Strand - PROMOTION OF MENTAL, SOCIAL AND EMOTIONAL HEALTH**

Explain how to build and maintain healthy family, peer, and dating relationships.

Demonstrate effective communication skills that encourage healthy relationships.

Make decisions that enhance or establish healthy relationships.

Advocate for healthy communication skills within relationships

## **Strand - PROMOTION OF SEXUAL HEALTH**

Compare and contrast the characteristics of healthy and unhealthy relationships

Explain the criteria for evaluating the health of a relationship.

## **Strand - VIOLENCE AND SUICIDE PREVENTION**

Explain pro-social behaviors.

## **Lesson 6: *Addiction Notice* - Addiction**

### **Objectives**

Following this lesson, the student will be able to:

- Define and differentiate addiction and chemical dependency
- Discuss the stages of addiction
- Compare the stages of addiction and the associated behaviors
- Define tolerance and withdrawal and identify withdrawal symptoms
- Identify several reasons some teenagers consider drug use and list alternative solutions

## **Strand - ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION**

Describe the benefits of a tobacco and drug-free environment.

Explain the stages of drug dependence and addiction and its' effects on the adolescent brain.

Identify individual factors that modify drug effects including age, gender, weight, dosage, purity, tolerance, drug interactions.

## **Lesson 7: *A Toxic Waste* - Tobacco**

### **Objectives**

Following this lesson, the student will be able to:

- Identify the various forms of tobacco products
- Identify the chemical makeup of tobacco products
- Analyze the social consequences of smoking
- Describe the harmful short-term and long-term effects of tobacco use, including second-hand smoke, on the body

## **Strand - ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION**

Describe the benefits of a tobacco and drug-free environment.

Explain why most youth do not use alcohol, tobacco and other drugs.

Identify the influences that encourage young people to abstain and not abstain from alcohol, tobacco and other drug use.

Explain short-and long-term effects of alcohol, tobacco, inhalants and other drug use, including anabolic steroids, performance enhancing drugs and controlled substances.

Explain the impact of second hand smoke.

Identify the effects of alcohol, tobacco, other drugs, including anabolic steroids and performance enhancing drugs.

### **Strand - PROMOTION OF ENVIRONMENTAL HEALTH**

Identify ways to reduce exposure to potentially harmful and toxic substances, including second-hand smoke and how these substances may affect health.

### **Strand - PROMOTION OF MENTAL, SOCIAL AND EMOTIONAL HEALTH**

Identify the influences that may encourage young people to try addictive drugs and participate in addictive behaviors.

### **Strand - UNINTENTIONAL INJURY PREVENTION**

Explain the impact of alcohol, tobacco and other drugs on unintentional injury.

## **Lesson 8: *Al K Hol* - Alcohol**

### **Objectives**

Following this lesson, the student will be able to:

- Describe the harmful short-term effects of under-age alcohol use
- Identify possible sources for the false expectations people have about alcohol
- Define media literacy and discuss its potential influence on teen behavior
- Differentiate the common misperceptions of alcohol as an energizing party drink and its actual effects as a depressant

### **Strand - ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION**

Explain why most youth do not use alcohol, tobacco and other drugs.

Identify the influences that encourage young people to abstain and not abstain from alcohol, tobacco and other drug use.

Explain short-and long-term effects of alcohol, tobacco, inhalants and other drug use, including anabolic steroids, performance enhancing drugs and controlled substances.

Explain the relationship between alcohol and other drug use on vehicle crashes, injuries, violence, suicide, and sexual risk behavior.

Demonstrate refusal skills around drinking and driving or being a passenger when the driver has been drinking and driving.

Identify the effects of alcohol, tobacco, other drugs, including anabolic steroids and performance enhancing drugs.

### **Strand - PROMOTION OF MENTAL, SOCIAL AND EMOTIONAL HEALTH**

Identify the influences that may encourage young people to try addictive drugs and participate in addictive behaviors.

### **Strand - UNINTENTIONAL INJURY PREVENTION**

Explain the impact of alcohol, tobacco and other drugs on unintentional injury.

Determine how alcohol and other drugs can affect behaviors that can lead to injury.

## **Lesson 9: *The Real Deal* – Marijuana**

### **Objectives**

Following this lesson, the student will be able to:

- Differentiate accurate and inaccurate sources of information about drugs
- Differentiate myth and reality regarding marijuana
- Identify the effects of marijuana on the body, particularly on brain function
- Describe the impact of marijuana use on reaching goals
- Describe the impact of marijuana use on everyday activities

### **Strand - ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION**

Describe the benefits of a tobacco and drug-free environment.

Demonstrate refusal skills related to the use of alcohol, tobacco, inhalant and other drug use.

Explain why most youth do not use alcohol, tobacco and other drugs.

Identify the influences that encourage young people to abstain and not abstain from alcohol, tobacco and other drug use.

Explain short-and long-term effects of alcohol, tobacco, inhalants and other drug use, including anabolic steroids, performance enhancing drugs and controlled substances.

Analyze the short and long term effects of drugs using the decision making model.

Explain the relationship between alcohol and other drug use on vehicle crashes, injuries, violence, suicide, and sexual risk behavior.

Identify the effects of alcohol, tobacco, other drugs, including anabolic steroids and performance enhancing drugs.

### **Strand - UNINTENTIONAL INJURY PREVENTION**

Explain the impact of alcohol, tobacco and other drugs on unintentional injury.

Determine how alcohol and other drugs can affect behaviors that can lead to injury.

## **Lesson 10: *A Drug is a Drug* – Street, Prescription, and OTC Drugs**

### **Objectives**

Following this lesson, the student will be able to:

- Identify the harmful effects of over-the-counter and prescription drug abuse on the human brain and body
- Differentiate the appropriate use and the abuse of prescription and over-the-counter drugs
- Compare the harmful effects of abusing prescription and over-the-counter drugs to those of street drugs
- Demonstrate a knowledge of facts regarding tobacco, alcohol, marijuana, street drugs, and prescription and over-the-counter medications

### **Strand - ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION**

Describe the benefits of a tobacco and drug-free environment.

Demonstrate refusal skills related to the use of alcohol, tobacco, inhalant and other drug use.

Explain why most youth do not use alcohol, tobacco and other drugs.

Identify the influences that encourage young people to abstain and not abstain from alcohol, tobacco and other drug use.

Explain short-and long-term effects of alcohol, tobacco, inhalants and other drug use, including anabolic steroids, performance enhancing drugs and controlled substances.

Analyze the short and long term effects of drugs using the decision making model.

Explain appropriate use of 'over the counter' and prescription drugs.

Identify the effects of alcohol, tobacco, other drugs, including anabolic steroids and performance enhancing drugs.

### **Strand - PROMOTION OF MENTAL, SOCIAL AND EMOTIONAL HEALTH**

Identify the influences that may encourage young people to try addictive drugs and participate in addictive behaviors.

### **Strand - UNINTENTIONAL INJURY PREVENTION**

Explain the impact of alcohol, tobacco and other drugs on unintentional injury.

Determine how alcohol and other drugs can affect behaviors that can lead to injury.